



Global *Connections*: UNC and the World

Executive Summary and Overview



October, 2014
Office of International, Community and
Economic Engagement

Executive summary:

Increasingly, North Carolina is in a global “cooperation,” looking for ways to cooperate and compete with the rest of the world. Our state is rising to this international challenge, contributing knowledge, services and products, and taking advantage of the best the world has to offer to shape our state’s future. The new, global economy has already changed our state in notable ways:

- **People:** Our state population is diversifying, with 750,000 foreign-born residents living here. On average these foreign-born residents are more likely to be working age and have a greater positive economic impact than native-born North Carolinians.ⁱ
- **Investment:** The amount of foreign investment coming in to North Carolina from outside the country is increasing, with programs like EB-5 and others that encourage foreign direct investment and increased knowledge of the state by international companies who see the state as a good investment. Dick Lindenmuth, CEO of the North Carolina Economic Development Partnership, notes that in 2013-2014 about 30% of the investment coming into the state came from international sources.ⁱⁱ Each day nearly 200,000 North Carolinians go to work in foreign-owned companies in the state.ⁱⁱⁱ
- **Export-Import:** North Carolina exports totaled close \$30 billion in 2013. Imports totaled about \$50 billion. Exports are increasing substantially, in part with UNC’s help.^{iv} But the world still knows more about how to sell to us than we do to them.

Every day nearly 200,000 North Carolinians go to work in a foreign-owned company.

UNC has an important role to play in getting our students ready for the global economy. It is in North Carolina’s best interest that UNC continue to teach and learn from the rest of the world, in ways that enhance its teaching, research and public service.

UNC campuses and UNC General Administration are taking a variety of approaches to increase the global connections and knowledge our students, faculty members and staff have, and to recruit top students and faculty from across the world to collaborate with us, study with us and teach us.

The Board of Governors has begun to emphasize strategic international engagement on campus as a means of better preparing students for success. The 2007 UNC Tomorrow report called for a new commitment to increasing students’ “global readiness” and called for the university to “promote increased partnerships between its own campuses and international universities and to enhance the global awareness of faculty and students.” A delegation of Board of Governors members conducted a fact-finding mission to China in 2012 and requested that the university develop new strategies to learn more about China. The 2013 UNC Strategic Plan, “Our Time, Our Future,” called upon UNC to establish “beachheads in key areas, deepening student, faculty, staff and institutional connections to

innovators and colleagues in China, India, Brazil, Mexico and Africa,”^v to “bring into UNC international students from these and other countries,” and to work to “enhance the global ‘brand’ of North Carolina and UNC.”^{vi} To date no new funding has been appropriated to support this effort.

This report, our first on international efforts in a decade, provides an update on progress on these priorities.

To determine where UNC campuses are in addressing issues related to international engagement, UNC General Administration conducted a survey of campuses in May,

From Our Time Our Future 2013:
UNC should:

- Deepen connections to innovators and colleagues in China, India, Brazil, Mexico and Africa.
- Bring more international students to UNC
- Enhance UNC’s global ‘brand’

Recommended investment: \$400,000 recurring

2014, with a less-extensive followup in September 2014. The information gathered through those surveys and through analysis of other data sources for academic year 2012-2013 falls into three broad categories of activity:

64% of UNC language students take Spanish.
About 2% take Chinese.

- 1. Connecting UNC students to the world:** last year students at UNC took more than 65,000 language classes in 25 foreign languages, with 90% studying the languages of Western Europe. UNC has formed course-sharing consortia to increase opportunities for students interested in studying other world languages. The most popular of these “other” languages is Chinese.

Beyond language courses, many students learn about international culture and perspectives in courses ranging from anthropology to economics to history to art. There is opportunity for sharing of the best of these courses on multiple campuses using technology.

There appears to be a connection between the languages people study and the places they choose to study abroad. In 2012-2013, more than 6,000 students from 14 UNC campuses studied abroad, with about four times as many studying in Western Europe as in all of the focus geographies. Study abroad in China is increasing, but about four times as many UNC students study in Western Europe as in all of the focus geographies.

Campuses are beginning to outline certificates, minors and other measures designed to assess students for their “global competence.” Defining what a UNC student should know and be able to do in order to succeed in the world should be a key focus of UNC.

UNC Study Abroad

Destinations:

Western Europe: 44.5%

China, India, Brazil,
Mexico, Africa:
11%

- 2. Connecting faculty and institutions to global partners:** On paper, UNC campuses are connected -- through faculty, students or formal agreements -- to nearly 1,000 partners across the world. In practice, they identify 43 particularly important partners in 21 countries (see Appendix C)– universities, nongovernmental organizations, businesses and government agencies – with whom they work most actively. These partnerships form the basis of a range of collaborations, ranging from student and faculty exchange to joint research projects, joint degree programs,

and joint classes.

UNC faculty are the key to expanding student and institutional engagement with international partners, but they need institutional support in focusing and developing their efforts. There is much potential. REACH NC identifies nearly 5,000 academic “collaborations” between UNC faculty and Chinese, South Korean and Indian colleagues. UNC faculty are involved in about 400 international research projects each year, totaling about \$19 million in annual support, a tiny percentage of the overall research budget, in part due to the challenges of getting approval for this research.

On campuses with less funding to support international travel, UNC is encouraging approaches that lead to efficiencies. The UNC Exchange Program, a system-level initiative, maintains partnerships with international universities and systems that enable all campuses to do more affordable student exchange in multiple countries. And a growing number of faculty and students are taking part in joint virtual classes, building off of an ECU model, in which faculty will share teaching with international colleagues in China and India, and students will use electronic means to work collaboratively with students in those countries on class projects. New system level relationships with the educational system in Beijing and the state government of the Indian state of Kerala may help individual campuses find new partners.

A recent analysis of 26 states' higher education (public and private) internationalization activities found that North Carolina ranked 19 of 26 in the percentage of international students enrolled.

be internationally competent." From the final report of the Bush Administration's "Lincoln Commission," November 2005

International relationships or collaborations, whether they are formed "top down," "bottom up" or "middle out," increase the opportunity for faculty to conduct cutting edge scholarship and research, and provide UNC students a chance to graduate with deeper knowledge of the world.

3. Connecting global students to UNC: Since most native-born domestic students at UNC don't study abroad, the least expensive way to provide them with experiences working with people from other cultures is to recruit more international students.

More than 9,000 international students attended UNC during 2012-2013. While there, these students make important contributions to our classrooms, labs and dorm rooms, providing important insights and experience to our native North Carolina students. They spend money in the state – \$173 million in 2012. Once they graduate, many international students stay, doing work in key industries here and creating new companies at twice the rate of natives. Others return to their home country after graduation with connections to North Carolina to draw on as they begin their careers.

More than half of the international students at UNC come from China and India. There is strong representation from South Korea, Saudi Arabia (mostly undergraduates), Iran (mostly graduate students) and the United Kingdom (mostly undergraduates). The rest of the world sends one third of our international students.

Overall international students make up about 1.1% of undergraduates, with no school having more than 2.4% international undergraduates. International graduate students make up 10% of all grad students: NC State, UNC Charlotte and UNC Chapel Hill are the only schools with more than 10% international graduate students. One recent analysis of 26 states' higher education (public and private) internationalization activities found that North Carolina ranked 19 of 26 in the percentage of international students enrolled.^{viii}

Origins of international students at UNC:

China:	30%
India:	22%
South Korea:	6%
Saudi Arabia:	4%
Iran:	3%
United Kingdom:	2%

As the number of international students seeking to study in the US or other countries continues to increase, and the global competition for those students heats up, admissions officers throughout the country are looking to increase international enrollment, but so far at UNC only nine campuses have more than 100 international students: NC State, UNC-Chapel Hill and UNC Charlotte each have more than 1,000, a total of 77% of all international students at UNC. UNC Greensboro, East Carolina, UNC Wilmington, NCA&T State, Appalachian State and Western Carolina each have more than 100. UNC has launched a statewide shared portal, [StudyNorthCarolina](#), that attempts to market all participating universities in the state to talented potential international students.^{viii} Going forward, campuses with low international profiles will need to find a way to efficiently raise their profile in targeted geographies and will need to invest in additional student support services to ensure these students get the full benefit of their experience at UNC.

As UNC looks for opportunities to get more globally connected, particularly in priority geographies, it has some capacity to act. Most of the capacity for international work is on a campus level, where faculty provide students with data and knowledge about the world, administrators and admissions departments encourage native North Carolinians to study abroad and take on more global studies, and encourage international students to attend and fully integrate themselves into the UNC student body.

On a system level, two central office staff and two affiliated entities focus on international programs. The [Center for International Understanding](#) has led study groups made up of North Carolina business and legislative leaders to key strategic countries for the past 35 years, and its new strategic plan calls on the agency to build on those efforts, bringing together globally-focused entities across the state to find common ground, improved communication and shared opportunities. The [UNC Exchange Program](#) is a shared service which has systemwide relationships with universities and governmental organizations around the world, facilitating student exchange and internships.

There are a host of other activities UNC entities are involved in, on and off campus, including:

- hosting classes, student research projects and customized training for businesses on how to increase exports through SBTDC and campus efforts^{ix} (see, for example, Appendix A);
- supporting spinout of research by immigrant inventors, founders or cofounders;
- gathering data about the impact of North Carolina's global connections on a county-by-county level through the Center for International Understanding's [Heat Map](#) (see Appendix B);
- welcoming and providing programs to delegations of [international educational or business leaders](#);
- [hosting international companies](#) on [millennial campuses](#); and
- bringing Chinese language programs to the community through NC State's [Confucius Institute](#) and finding [Chinese language teachers](#) for the NC K-12 school systems through the Center for International Understanding's Confucius Classrooms program.

When it comes to implementing strategic plans for increasing collective efforts in China (2013) and India (2013), however, there is limited capacity to move forward without the funding proposed in the strategic plan, and future development and implementation of strategies in Brazil (planned for 2015), Mexico (2017) and Africa (2018) will either have to be delayed or scaled down.

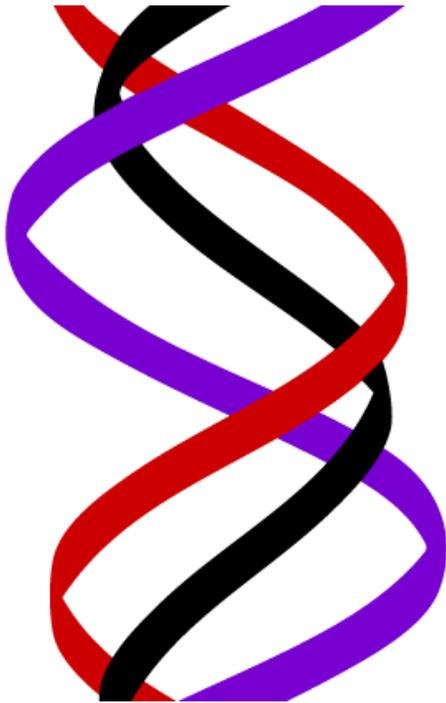
A survey of campuses in September 2014 found that they were eager to send more students out for study abroad, focus more intently on strategic international partners and recruit more international students to UNC. Their ability to do this, though, as well as carry out the call in "Our Time, Our Future," to "build the global brand" of UNC and the state, will be limited without strategic investment.

A call to coalition:

The reality is that UNC's efforts to internationalize further will likely fail unless they are seen as part of a larger state commitment to join and succeed in the "coopetition" for success in the global economy. Campuses across the country and across the world are competing for the best and brightest students in the world and to get their native-born students ready to compete in the global economy. States across the US are competing for international business investment and partnerships and new export markets; 23 states have adopted resolutions since 2001 supporting increased internationalization of higher education.⁸ But there is an opportunity for North Carolina. UNC General Administration conducted a study in the summer of 2014 to determine which states had developed systematic strategic plans for internationalization. There were none.

Voices in North Carolina in the education, manufacturing, services, high tech, agriculture and nonprofit sectors are beginning to coalesce around the creation of a first-of-its-kind statewide strategy to position North Carolina more firmly as a leader in internationalization. There is no other state bringing these voices together. UNC can help us be the first.

That means the opportunity is open for North Carolina to be the first, building off of our history of bringing together business, government and education in a "triple helix" of collaboration.



Voices here in the education, manufacturing, services, high tech, agriculture and nonprofit sectors are beginning to coalesce to look for ways each can take advantage of the global "coopetition" – ways we can compete for our share of the global market of sales, investment and students and our share of the benefits of collaborating with partners across the world.

Each of these North Carolina sectors has slightly different motivations for embracing the market: in business, global markets, talent and sourcing offer a potential competitive edge; for politicians, closer ties to global investors mean jobs; for educators, global engagement helps get students from North Carolina better prepared to succeed, increases research opportunities and offers new opportunities to work with the best and the brightest.

The differences are clear, but so are the benefits of working together.

UNC, working closely with partners, can and should begin the work of building this coalition, to or risk falling behind. The Center for International Understanding has begun the challenging work of convening these groups to look for common ground for collective effort. Finding that common ground from among these groups will be time-consuming, and there is no guarantee of success. But the opportunity is great and the time is now.

Introduction: Why Engage Globally?

North Carolina and Global Engagement

In the past decade North Carolina has stopped wondering whether we should engage with the rest of the world and moved toward answering the question of how. Our economy is no longer state or regional; it's gone global. The products and services we create in North Carolina may be sent to Charlotte or Singapore; the things we wear and drive and eat and learn on could originate in Enfield or India, and might include components or ideas developed in Sao Paulo or St. Paul. The people we work with, compete with or sell to could live anywhere; the companies we work for and with could have their headquarters anywhere.

With 95% of the world's population living outside of the US, and with population, prosperity and connectivity increasing in parts of every continent, more geographies than ever are a visible or invisible part of our daily life. We ignore the opportunity to work with, sell to and learn from the rest of the world at our own peril.

Since 2010, 57% of foreign-born people moving to the state have "some college or more"

Across North Carolina, counties, companies and people are increasingly globally connected:

- More than 4,000 internationally-based companies are doing business in the state's 100 counties, employing nearly 200,000 people in the state.
- About 9,000 North Carolina companies are doing business overseas, exporting \$29.3 billion in goods and services.
- According to a [2006 study](#), 18.7% of new companies founded in the Research Triangle Park had at least one immigrant cofounder. A [recent national study](#) determined that immigrants start new businesses at twice the rate of native-born citizens.
- A [study by UNC-Chapel Hill and the NC Banker's Association](#) finds that roughly 750,000 immigrants live in North Carolina, up from just 22,000 in 1960, and up 55% since 2000. The state's immigrants spend roughly \$20 billion dollars into the economy annually, creating a ripple effect of 171,000 jobs. Increasingly, these immigrants are highly educated. Since 2010, the percentage of immigrants with "some college or more" education has increased, to about 57%.

Much of the international activity in our state takes place in the state's major metropolitan areas. International businesses and immigrants, in many cases, are voting with their feet to locate in the state's urban areas.

- [Lenovo](#), the world's largest computer company, began in China. Its international headquarters are now co-located in Beijing and in Research Triangle Park. It's one of 58 international companies across the state with U.S. headquarters in North Carolina. India-based [HCL](#), an IT company with headquarters in India and offices in 26 countries, announced in September 2014 that it will be adding 1,237 jobs to the 831 it already has in its Cary offices for a new "global development center."^{xi} Alevio, a company formed by an international management group, built off of a technology originally developed in Norway, with major clients in China and Turkey, has announced plans to \$1 billion and employ 2500 people within three years to manufacture its innovative batteries in Concord, NC.^{xii}
- In the Charlotte region, companies exported a record \$6.3 billion in goods and services in 2013. Overall two-thirds of the state's exports came from metro areas.
- According to the UNC-Chapel Hill/NCBA study, 9.4% of people in the urban areas of North Carolina are foreign-born, compared to 4.3% in rural areas.

But the rest of the world has an impact on every part of the state. The UNC Center for International Understanding, with the help of SAS, developed a new tool in 2012 to keep track of every North Carolina counties' connections to the rest of the world. A few facts from this [global "heat map"](#)

illustrate how global connectivity is increasing throughout our state (for more information on the heat map, see Appendix B of full report):

- In Duplin County, the Latino population makes up 21% of the population, and plays a key role in the success of the pork and poultry industries there. More than 3000 Latino children, nearly one third of the students) are currently in Duplin County schools and will become a critical part of the future workforce.
- In Scotland County, which generally has the state's highest unemployment rate, 16 work sites owned by foreign companies employ nearly 1,200 people, or about 10% of the county's total workforce.^{xiii} FCC, a division of Honda, and Pilkington North America, Inc. are two of the biggest employers, providing jobs for 860 people.
- Sixteen companies in Carteret County export nearly \$900 million in products a year.

NC Economic Development Board Jobs Plan:

- Expand export assistance
- Aggressively attract foreign direct investment
- Establish North Carolina as the destination for creative talent
- Leverage global corporate and educational connections to attract and grow jobs

North Carolina is already benefiting from its connections to the rest of the world. But leaders are looking for more. Gov. McCrory's Economic Development Board's "Jobs Plan," released in December 2013,^{xiv} includes recommendations to "expand export assistance," "aggressively attract foreign direct investment," "establish North Carolina as the destination for creative talent" and leverage the state "global corporate and educational connections to attract and grow jobs."^{xv}

"I believe that selling to 100 percent of the world market is better than selling to 5 percent of it."
Steve Troxler, NC Commissioner of Agriculture

The state's agricultural fortunes are becoming more closely tied to the rest of the world. Last year, the state exported more than \$3.9 billion in agricultural products^{xvi} to other countries, an increase of 21.9% since 2008. For NC Agriculture Commissioner Steve Troxler, moving more aggressively into the export market makes perfect logical sense: "I believe that selling to 100 percent of the world market is better than selling to 5 percent of it," he says. "The best way to raise prices paid to North Carolina farmers at the farm gate is to make sure they have access to the world market. That is why I make international trade a priority."^{xvii} The NC Department of Agriculture reports that agricultural exports support an estimated 68,000 North Carolina jobs.^{xviii} And international agricultural relationships go both ways. As one example: last year the Chinese company Shuanghui announced plans to invest \$4.7 billion in North Carolina's Smithfield Foods, a hog production company.^{xix}

The General Assembly has renamed its Economic Development Oversight Committee the "Economic Development and Global Engagement Oversight Committee." In the past three years, UNC's Center for International Understanding (a program of UNC General Administration) has led "Global Leaders" delegations of legislators and business leaders on a total of four fact-finding missions: two to China, to study China's strategies for developing new biotechnology and medical devices; one to India, to study the country's approach to innovation and entrepreneurship; and one to Germany, to study advanced manufacturing and apprenticeships. The delegations come back with new perspective on the importance of international trade and engagement. Returning delegate and NC House member Donny Lambeth puts it bluntly: "If jobs are the highest priority for

"A recent trip to China along with my experience as a small business owner tells me that, as a state, we cannot become complacent and take for granted our place in the global economy....I invite all businesses to consider our state before making a decision on where they want to relocate, expand or export their products."
Harry Brown, NC Senate Majority Leader

our state, what better way to bring them here than by connecting our products to the needs of the rest of the world?”^{xx} NC Senate Majority Leader Harry Brown notes that international companies employ about 6% of the state’s workforce, and that the state must be proactive in shaping its global future: “A recent trip to China along with my experience as a small business owner tells me that, as a state, we cannot become complacent and take for granted our place in the global economy....I invite all businesses to consider our state before making a decision on where they want to relocate, expand or export their products.”^{xxi}

In 2011, the State Board of Education formed a Task Force on Global Education. Chair Bill Cobey wrote in a report last year on the task force recommendations: “Our global relationships will become deeper and more extensive over the next few decades...It would be naïve to fall into the trap of believing that North Carolina can be harbored from globalization and still prosper in the coming decades.”^{xxii} In October 2014, the Board voted to create a “Global Educator Badge” program beginning in January 2015, ^{xxiii}to encourage teachers to proactively complete 100 hours of continuing “global education” courses and, more importantly, to apply those lessons in the classroom.^{xxiv}

“72% of employers surveyed say they want universities to put more emphasis on global issues and developments.”
From the final report of the Bush administration’s “Lincoln Commission,” 2005

North Carolina community colleges are beginning to get more closely connected to international students, partners and markets. A delegation of community college leaders recently accompanied universities, workforce development officials and business leaders on a program to Germany sponsored by the Center for International Understanding and the Institute for Emerging Issues to study apprenticeship strategies. Some campuses are actively recruiting international students. Others are working with UNC-Chapel Hill’s World View to integrate global lessons into classroom teaching, and some have formed a “[Global Learners Consortium](#)” designed to help share information about international activities and strategies.

There is still some ambivalence about full engagement with the world. The NCDA’s Peter Thornton, assistant director of international marketing, who has been working with NC agribusinesses for a decade on exporting products, says that convincing everyone of the value of greater global engagement would likely require “about 9.5 million separate conversations.” Still, there is growing momentum among state leadership to increase efforts. Momentum is growing at UNC as well.

UNC and Global Engagement:

The argument for UNC to increase focus on international engagement has three elements.

- To educate the top students in North Carolina, UNC needs to help them understand how to work with and learn from the rest of the world, whether by studying about the world, learning overseas, or being exposed to international faculty or students.
- To solve the greatest challenges of our future, UNC should recognize that they are increasingly global challenges: where food will come from; how we will sustain our water tables; how we can keep air clean; how we can get the energy we need to be successful; what the jobs of the future look like. Answers to problems like security, immigration, chronic disease and many other issues are global, not local. To solve them, our faculty, staff and students need to be connected to the best thinkers, regardless of where they live.
- To strengthen the state’s future economy, UNC needs to recruit some of the best and the brightest students and faculty from around the world. International students and faculty don’t just spend money in the state, they bring new perspective to the classroom. They create new products. Students who decide to stay following graduation create companies at twice the rate of native North Carolinians; those who return to their native countries have an increased interest in doing business and collaborating with people from the state.

The UNC Board of Governors has challenged UNC General Administration and each of our campuses to persistently look for how we can best “serve the people of North Carolina.” Connecting to the rest of the world is a key part of that effort.

- In the UNC Tomorrow report of 2007, the Board challenged UNC to “enhance the global competitiveness of its institutions and their graduates. Among the approaches suggested were “increased partnerships between its own campuses and international universities,” international research and study by faculty and “more opportunities for students to work, study and experience different cultures overseas,” setting goals for international experiences, increased use of technology to virtual international experiences, increased foreign language proficiency and scaling existing UNC programs “that focus on global awareness and global education.”
- In 2011, President Tom Ross added a new vice president-level focus at UNC General Administration, to identify cost-effective strategies to send more faculty and students abroad, connect campuses more deeply to international partners and recruit more top international students and scholars to UNC.
- In 2012, President Tom Ross and Vice President Leslie Boney led a delegation of Board of Governors members on a fact-finding trip to China, including current members Lou Bissette, Hannah Gage, Leroy Lail, Anne Maxwell and Dick Taylor, as well as then-board members Paul Fulton, Bill Daughtridge and Atul Bhula. The group returned with a renewed sense of the value of increased international engagement. As Gage noted: “to ignore the opportunity that exists for our students would be a failure to recognize a changing world.”
- In the strategic plan approved January 2013, “Our Time, Our Future,” the board endorsed a “five geography” strategy developed by campuses, highlighting countries identified as particularly important to the state’s – and our students’ -- future: China, the world’s largest nation, second-largest economy and number one source of international students; India, the world’s largest democracy and second-largest source of international students; Brazil, the largest nation in South America and a priority North Carolina partner; Mexico, the largest source of immigrants to North Carolina and our state’s number two trading partner; and Africa, a continent of one billion people and an increasing geostrategic partner. The plan called for \$400,000 in recurring funding to permit implementation of strategies in those geographies, as well as stepping up efforts to “bring into UNC international students from these and other countries and working “to enhance the global ‘brand’ of North Carolina and UNC.”^{xxv} Since the release of “Our Time Our Future,” the system has developed plans for strategic engagement with [China](#) and [India](#), with a summit on Brazil scheduled for January 2015, using some strategic funds to support development activity. There has been no new funding for implementation.
- Two systemwide summits focused on India explored possibilities for expansion of collaboration between UNC and Indian counterparts. Board of Governors member Hari Nath described the potential as “pregnant for partnership – through student and faculty exchange, research and collaboration.”^{xxvi}

The challenge is great. As UNC President Tom Ross notes: “The world’s challenges and its opportunities are becoming more important to the future of North Carolina every day. We benefit from international trade, markets, investment and engage with international students and faculty. We learn from international thinkers and policy makers, even as our state and nation wrestle with immigration, safety and security issues. We’re inspired by art, music and culture. In my view, we ignore the rest of the world to our detriment and at our peril, and if we are to do our job as educators successfully, we must constantly look for ways to connect our University to the world.”

Two questions face UNC as we try to connect the university to the world: how do we join with global partners in ways that are both meaningful and affordable, and how do we combine those efforts with other North Carolina allies to make them most meaningful?

To view the full report, please go to:

http://www.northcarolina.edu/sites/default/files/documents/unc_international_report_10-14_final.pdf

“The world’s challenges and its opportunities are becoming more important to the future of North Carolina every day. We benefit from international trade, markets, investment and engage with international students and faculty. We learn from international thinkers and policy makers, even as our state and nation wrestle with immigration, safety and security issues. We’re inspired by art, music and culture. In my view, we ignore the rest of the world to our detriment and at our peril, and if we are to do our job as educators successfully, we must constantly look for ways to connect our University to the world.”

UNC President Tom Ross

ⁱ The number of foreign-born people living in North Carolina is up 34 times over the number we had in 1960. <https://www.ncbankers.org/wp/wp-content/uploads/2014/04/2014ImmigrantEconomicImpactStudy.pdf>

ⁱⁱ Remarks, GO! Summit, September 30, 2014.

ⁱⁱⁱ <http://ciu.northcarolina.edu/global-heatmap/>

^{iv} <http://www.census.gov/foreign-trade/statistics/state/data/imports/nc.html>

^v Other states have adopted strategic partnership strategies. In Florida, 11 “Florida Linkage Institutes connect the state to Brazil, Costa Rica, the Caribbean, Canada, China, Japan, France, Israel, West Africa, Eastern Europe and Mexico, charging specific campuses with leading collaboration in those geographies, and providing up to 25 students a year from each geography with in-state tuition. The state’s Latin America and Caribbean Scholarship program essentially provides all scholarship recipients from those geographies in-state tuition status.

^{vi} A 2009 report by the Education Advisory Board emphasized the importance of educational institutions focusing on fewer, rather than more geographies, See “Making the Global Vision Real,” Education Advisory Board, 2009, pp. 117-119.

^{vii} http://www.rockinst.org/pdf/education/2014-05-28-States_Go_Global.pdf. See p. 20.

^{viii} According to a study by the Rockefeller Institute, North Carolina’s is one of 25 such sites carried out in collaboration with the US Commercial Service. See http://www.rockinst.org/pdf/education/2014-05-28-States_Go_Global.pdf, pp. 15, 16.

^{ix} As one example, during an 18-month period between January 2013-June 2014, the SBTDC worked with 618 different NC companies interested in exporting. The companies report that this assistance has resulted in 574 jobs created or retained and \$16 million in capital formation. Seven campuses (ASU, ECU, UNCG, UNCW, WCU and WSSU, as well as Campbell) have joined SBTDC’s MBA International Trade Liaison program, designed to engage a faculty lead at each campuses and recruit students to be engaged with potential exporting businesses.

^x http://www.rockinst.org/pdf/education/2014-05-28-States_Go_Global.pdf. See p. 15

^{xi} http://www.bizjournals.com/triangle/news/2014/09/18/hcl-technologies-adding-1-237-jobs-in-cary.html?ana=e_trig_bn_breakingnews&u=nxmEpZCaGInAkL41BWL.BWO/+CEq&t=1411047586

^{xii} <http://www.charlotteobserver.com/2014/10/28/5272430/battery-maker-promises-500-jobs.html#.VFDXVU10zIU>

^{xiii} https://www.ncsc1.com/pmi/rates/PressReleases/County/NR_July2014_CountyRates_M.pdf As of July, 2014, 12.7% of Scotland County’s 12,414 workers were unemployed, the highest percentage in North Carolina. In the August 2014 figures, Scotland County ranked second in the state.

^{xiv} http://www.nccommerce.com/Portals/0/Documents/AboutOurDepartment/BoardsCommissions/NC%20Jobs%20Plan%20Report_Final.pdf

^{xv}

http://www.nccommerce.com/Portals/0/Documents/AboutOurDepartment/BoardsCommissions/NC%20Jobs%20Plan%20Report_Final.pdf, p. 11.

^{xvi} The top 5 NC ag exports in 2012 were, in order, pork, tobacco, chicken, soybeans and cotton.

^{xvii} Quote supplied August 11, 2014.

^{xviii} <http://www.ncagr.gov/markets/international/NCaAgExportStatistics.htm>

^{xix} <http://www.smokymountainnews.com/archives/item/1981-brazilian-energy-company-to-set-up-shop-on-wcu-campus>

^{xx} Remarks to 4th North Carolina-China Summit, September 4, 2014, Raleigh.

^{xxi} Personal correspondence, August 13, 2014.

^{xxii} <http://www.dpi.state.nc.us/docs/curriculum/globaled/final-report.pdf>

^{xxiii} https://www.youtube.com/watch?feature=player_embedded&v=RDmfE0noQJ8

^{xxiv} The final vote on this policy is scheduled for October 2014.

^{xxv} http://www.northcarolina.edu/sites/default/files/documents/strategic_directions_2013-2018.pdf. See page 65.

^{xxvi} Remarks to UNC-India Summit, January 2013.